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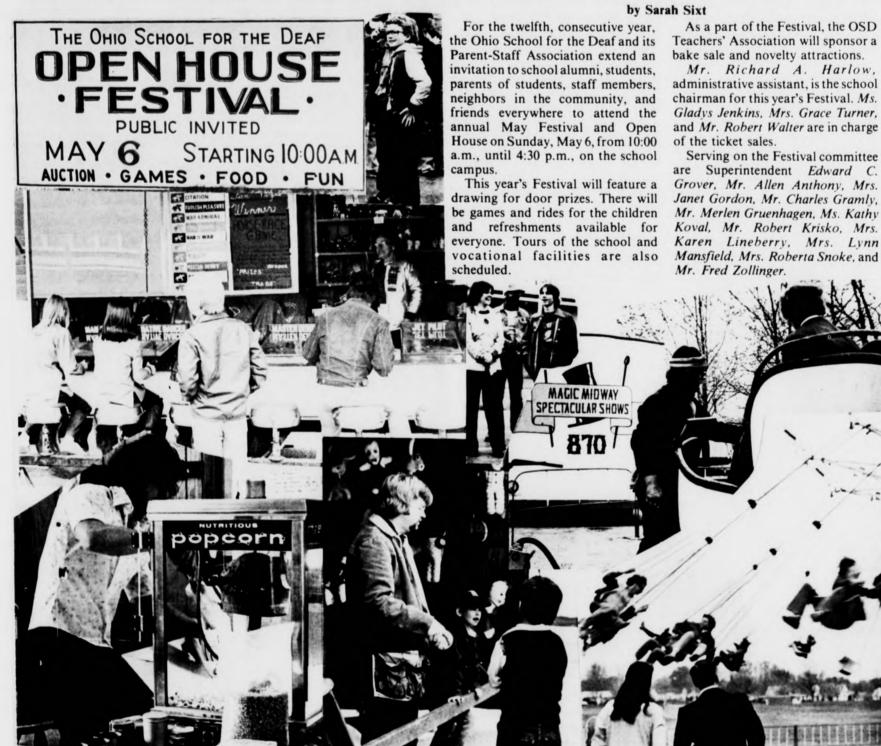
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DON'T FORGET P-SA DAY - MARY 6 WASHINGTON, D & DON'T FORGET P-SA DAY - MAY 6 Printed by Students of the Ohio School for the Deaf Printed by Students of the Ohio School for the Deaf

111th Year

April, 1979 Columbus, Ohio 43214 - (USPS 404-320)

PARENT-STAFF ASSOCIATION PLANS FESTIVAL



Vocational, Technical Field, Good Job Prospects

No. 8

Dr. Byrl R. Shoemaker, Ohio Department of Education § The Chio for the Deaf and its Parent Staff Association are

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Dr. Shoemaker

As I look at the five or six pages of jobs listed in the want ads of the *Columbus Dispatch* every Sunday, all of the advertisements have at least two things in common.

First, they are seeking someone who is willing to work. Secondly, they want someone who already has the skills and technical knowledge to do the job or at least to enter as an advanced learner.

Industry and business can ill afford to place unskilled or untrained workers in charge of expensive equipment in industry or intricate processes in business.

YOUNG PEOPLE ages 16 to 22 who have had either a vocational or a technical education have not experienced the high rate of unemployment that is common for this age group.

In an age when the number of unskilled jobs in the labor market is less than 4 percent and the number of jobs requiring a college degree is probably about 12 percent, it is clear that the price of entrance into employment at a productive level for both the individual and the employer

(Continued on page 2)

making plans for the 1979 May Pestical on May 6. This year's Pestical, we hope, will be our kest ever. As president of the Parent Staff Association. I wish to extend an invitation to all OSD students, their parents, OSD staff members, alumni, neighbors, and friends of the deaf to join us on this special occasion.

As Pestival time nears. I would like to remind parents, students, staff and friends of the importance of supporting our ticket sales and the Pestival itself. As you know, the May Pestival is the P.S.A's only source of income outside of its membership dues. Over the years, P.S.A has been able to provide many things for the cottages, the play areas, and the classroom. These have been made possible by your continued support and we are grateful to you.

We ask each of you to do everything he can to make the year's Festival truly worthwhile. By making your finest effort, you are encouraging your children and the staff. You are, in effect, telling them. "Yes, we do support CFS and we want to help all we can."

President Fred Lollinger. OFD Parent Staff Association Page 2

THE OHIO CHRONICLE

April, 1979

OSD Drama Group Joins Arts Festival by Sarah Sixt

Twenty-seven OSD students are preparing skits modeled somewhat after the television program, "Rainbow's End," for presentation at the Very Special Arts Festival, Ohio Historical Village, May 17-18. The skits -- all original -- carry such provocative titles as "Supersign," "Honest," "Octopus," and "Humbug Witch." Students also made the costumes, scenery, and props for the various skits.



Enjoy one of the many moods of Ms. Betty Hopkins, Columbus mime, who conducted workshops in March for OSD students interested in drama.

Preceding the Very Special Arts Festival, OSD's Drama Group presented its skits for the school's primary students on April 27, in the multipurpose room. The program will be repeated for intermediate and high school students in the multipurpose room on May 8.

Additional performances by the Drama Group are scheduled in May for students from The Ohio State University, for the American Business Women, and for the Marion Drama Club, Marion, Ohio.

OSD students, participating in the drama, include: Christina Atkinson, Hope Booth, Tina Boozer, Vivian Boozer, Dawn Cummings, Shirley Davis. Theresa DiGiannantoni, Mark Graves, Angela Gray, Bryan Grubb.

Jill Hatcher, Debra Hollar, Stephen Howell, Katie Jeffers, Peter Joseph, Jeff Klein, Cindy Lutes.

Phyllis Marshall, Billy Montoney, Perry Mott, Charles Neal, Brad Parker, Cheryl Prusinski, David Prusinski, Kevin Sanderlin, Rick Schultz, Ed Steinke, Trina Williams.

Students, who assisted in making the costumes and props, include: Debbie Evans, Linda Karn, Carol Lewis, Kevin Lute, Bob Park, James Park, Cheryl Shahan, Derek Svec, Bruce Williams.

Faculty members working with the Drama Group are Ms. Mary Ellen Chappelle, Mrs. Joyce Clapham, Mr. Charles Gramly, Mrs. Melissa Koenig, Mrs. Lynn Mansfield, Mrs. Patrice Moore, Mrs. Jan Rond, Mrs. Barbara Stahl, Ms. Jane Switzer, Ms. Jenifer Toth, Mrs. Terril Weber, and Mrs. Kristine Westbeld.

Student Teacher Time

This semester's student teachers pose in the hall for a picture. From left to right are Ms. Delores Wagstaff, Mr. Thomas Diebold, Ms. Nina Thomas, Mr. David Quatman, Ms. Margaret Means.

by The Journalism Class

Five, energetic, young teachers, who are working for graduate degrees in the education of the deaf at Ohio State University, began their student teaching at OSD on Monday, March 26.

Ms. Nina Thomas, Ms. Delores Wagstaff, and Mr. David Quatman are teaching in the high school. Ms. Thomas is working with Mrs. Jan

Pohlit's social studies classes. Ms. Wagstaff and Mr. Quatman are working in high school language arts classes with Mrs. Terril Weber and Mrs. Mary Stoltz respectively.

Ms. Margaret Means is teaching with Mrs. Janelle Adler in intermediate 3. Mr. Tom Diebold is working with Ms. Ellen Schneiderman's primary special group.

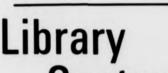
From Outer Space????

by The Journalism Class

Well, not exactly! The two, bright, orange balloons seen sailing across campus on March 28, came all the way from Scioto Township Elementary School in Commercial Point, Ohio.

Mrs. Pam Little's life adjustment class spotted one balloon as it nestled in the sycamore tree outside the library. A note attached to the balloon identified it as belonging to Chris Norris of Commercial Point. In the note, Chris explained that his class at Scioto Township Elementary was involved in the Weekly Writing Pals Program.

Mr. Merlen Gruenhagen, OSD principal, rescued a second balloon from a tree near his home and gave it to the students in Mrs. Christy Beard's intermediate 5 class. This balloon was launched by Tim Davis a kindergarten student at Scioto Elementary.





In March, OSD announced the iourth Superintendent's Honor Roll for Scholarship for the 1978-79 school year. Eligibility for the scholarship honor roll includes all OSD students from intermediate 4 through high school who have earned an accumulated average of 85 or above for the grading period. The grades in all individual subjects must be 70 or above.

Good Job Prospects

(Continued from page 1)

vocational education program at either the high school or post-high school level or a technical education program at the post-high school level.

A study by the Ohio Legislature reported in April of 1978, indicated that the graduates from vocational programs in the state had a better job placement average than the national average and a better placement average than any state surrounding Ohio

THE ENROLLMENTS in the state's technical education programs have continued to grow, even in the face of some declining enrollments at the professional level, and the graduates of the technical education programs have approximately a 98 percent placement record in jobs in business and industry in our state.

education centers and in private proprietary schools beyond high school.

During 1978, 281,982 students in high school were enrolled in vocational education programs in Ohio and 237,436 adults used the same facilities for either training for new occupations or for upgrading in their existing occupations.

Technical education is offered in technical institutes, general and technical colleges, community colleges and branches throughout the state.

OHIO HAS the broadest technical education program in the nation,

Vocational education is concerned with training people for jobs - jobs in the broad areas of construction, maintenance, repair and servicing, for occupations in agriculture, business, distribution, trades, industry or people services.

Technical education, on the other hand, is concerned with the preparation of people for employment in occupations relating to design, development, testing and management.

OHIO HAS developed the most outstanding vocational education program in the nation, as measured by investment, enrollment and success of its graduates.

Vocational education is offered in the last two years of high school programs and for adults in our public developed to fit Ohio's diversified business and industrial structure. Ohio has made a significant investment in physical facilities and equipment for technical education.

And the job outlook is good for those completing technical or vocational programs.

Some representatives of industry and business already are predicting that in the early 1980s they will be searching for skilled and technical people to maintain and improve the productivity of their companies, as the workers who entered industry in the '40's come to a point of retirement.

Some skilled trades, such as machine trades, already are feeling the pinch of retirement of persons from the work force.

It is just a matter of time until many occupations are going to be short of skilled workers, and it will be up to our technical and vocational programs to supply them.

by The Journalism Class

The March "ABC Book" contest, sponsored by the OSD library, has produced five winners.

The attractive ABC Book of Monsters by Jimmy Carson tied for first place with Christine Rose's ABC Book of Everything. Chervl Shahan's ABC Book About Authors shared second place with Lisa Leibee's ABC Book of Sports. Cynthia Howell took third prize with her ABC Book of Animals.

The contest, which lasted from March 5 through March 30, drew some twenty-five entries. All booklets were judged on the basis of originality of ideas, neatness, and art form.

Mrs. Joyce Clapham, Mrs. Lois Field, Mrs. Linda Metcalf, Mrs. Cecilia Overbeay, Mrs. Bernice Santho, and Mrs. Kristine Westbeld were judges for the contest.

The current honor roll includes the following students with "A" averages: Brenda Hyland, Cheryl Prunsinski, Sarah Sixt, Ed Steinke.

OSD students on the honor roll with "B" averages are: Robert Atkinson, Kathleen Bojanowski, Vivian Boozer, Tom Caleodis, Steve Diel, Debra Evans, Bryan Grubb, Jill Hatcher, Robin Hotchkiss, Al Kessler, Jeff Klein, Todd Krajewski. Lisa Leibee, Phyllis Marshall, Larry Moyer, Charles Neal, David Prusinski, Rick Schultz, Cheryl

Shahan, Mary Shepherd, Derek Svec, Richard Swartz, Audrey Waits.

April, 1979

The Ohio Chronicle "LEARNING BY DOING"

Edward C. Grover			Superintendent
Merlen G. Gruenhagen		A	ssistant Superintendent
Richard A. Harlow			
Mary Stoltz			Editor
Dolores Rawdon			
Louise Wright		Inter	mediate Representative
Roberta Snoke		Work	Study-Vocational Rep.
Raymond L. Engebrets	on		. Graphic Arts Teacher
Kathleen Rains			
Gary Armbrust			

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Subscribers failing to receive their paper regularly will please notify us so that the mistake may be promtly corrected.

-Staff

No. 8

Advertising Rates Per Insertion, \$5.00 one tenth (1/10) page $(3^{\circ}x^2$ col.) payable in advance. No ads larger accepted. No commercial advertising accepted, only those advertising socials, entertainment, conventions, etc.

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MAINSTREAMING: Issues and a Model Plan

by Dr. McCay Vernon and Dr. Hugh Prickett

Mainstreaming* is the most crucial single issue in the education of deaf children today. With laws mandating local instruction being passed by state after state, mainstreaming is becoming a legislated reality nationally (Biklen, 1975; Brill, 1975). How the problems of mainstreaming are resolved will affect the lives of thousands of deaf young people and their families for years to come. The basic answers to the issues involved in mainstreaming are as yet unknown.

For whom is mainstreaming appropriate? Is mainstreaming just for the hard of hearing child and not the deaf youngster or is degree of hearing loss not a major issue? Must the hearing impaired child be at the grade level of the hearing students in his class? Is mainstreaming done best at the high school level or at other levels? In what subject areas is it most appropriate?

Obviously many variables are involved and the ultimate decision should be individually determined for each child. However, meaningful guidelines for making appropriate decisions must be developed.

What are the costs? To properly mainstream a deaf child, many supportive services beyond those available for the regular public school children are needed (Brill, 1975; Holcomb & Corbett, 1974; Vaughn, 1968). Until the costs of these services are known, meaningful educational planning and budgeting is impossible. One problem is that unique kinds of specialists, such as interpreter-tutors, are needed. No precedent exists for their salaries or formal qualifications.

What supportive services are needed? The reason costs cannot be figured is that no one has yet determined the exact nature and extent of supportive services a hearing impaired child in a regular school program needs. There are a number of astute opinions on the topic but little hard data (Holcomb & Corbett, 1975; Northcutt, 1973; Paucha 1969)

THE OHIO CHRONICLE

Traditional Mainstreaming. A lot is known about how not to mainstream. For about 25 years schools have been mainstreaming deaf children under the term "integration" (Brill, 1975).

Essentially this mainstreaming or integration has involved one of several basic approaches, Perhaps the most common has been to simply place deaf children into classes with hearing children. The deaf children are given hearing aids and told to sit in the front of the room. Usually they have a resource teacher who will see the child somewhere between once a month to one or two periods a day. The teacher may have from five to 40 deaf students under this arrangement.

What does this mean for a deaf child? He sits in classrooms with hearing children where he cannot hear or understand what the teacher says. If he is a good lipreader he may get from 5% to 20% of what the teacher says when the teacher's lips can be seen. (Mindel & Vernon, 1971, p. 96). How can a deaf student learn history, mathematics or English if he can only get this small percentage of his classroom lectures? When student discussion takes place the situation is even more impossible. By the time the deaf youngster locates the student who is speaking someone else has started to talk. Thus, the deaf individual misses out completely.

To compound the problem, the average deaf child is at least three to five years behind his hearing classmates in academic achievement, especially in reading and the language arts (Mindel and Vernon, 1972, p. 91-95). Thus, in addition to not understanding his teacher during class, often the deaf student cannot read his textbooks.

Despite what must be described as the criminal idiocy of this approach to mainstreaming deaf children, it is easily the most widely used form now practiced in the United States, especially with deaf teenagers (Craig &Craig, 1975, p. 175; Office of Demographic Studies, 1971). In Maryland alone there are large numbers of deaf students reading at second or third grade levels who vegetate all day in junior high and high school classes with hearing children (Vernon & Billingslea, 1973). Often the only break is an occasional speech therapy session. Many of these students have had the integrity to quit such programs every year, but they are often left to face the world functionally illiterate (Grinker, 1969; Vernon, 1970).

Another form of mainstreaming practiced over the years involves classes of deaf children in regular public schools who integrate or mainstream for certain periods only. Some mainstream just for lunch, recess and physical education. Others may be "integrated" for art, industrial arts or an occasional academic subject. The rest of the day they spend in self-contained classes for the hearing impaired or self-contained heterogeneous classes of children who may be mentally retarded, learning disabled or have numberous other handicaps unrelated to deafness.

While these self-contained classes, utilizing part time mainstreaming, are preferable to the practice of dumping the deaf child in regular classes without adequate supportive services, they are not mainstreaming in the sense that deaf children actually mix in a meaningful social or educational way with hearing children. For example, on a visit to programs of this type one usually finds the deaf students all eating together at lunch and playing together at recess. Generally they are engaged in noticeably different and more childish games than hearing children of the same age. Little or no positive interaction occurs between the deaf and the hearing youngsters. The children are integrated or mainstreamed primarily only in geographic proximity. The final version of traditional mainstreaming to be described is one in which the deaf child generally spends his elementary age years in a "day school" where he is in self-contained classes with other deaf children. By junior high or high school age, when he is usually three to six years retarded academically, he'is mainstreamed under the first plan mentioned, i.e., he is placed into classes with hearing students and sees a resource teacher periodically. Putting a deaf youth into such a situation is obviously ridiculous. More importantly, it is ethically wrong. Yet approximately 30% of deaf children currently spend part of their school years in programs of this type (Craig & Craig, 1975; Office of Demographic Studies, 1971). (continued on p. 8)

Page 3

ARNOLD & PORTER 1229 Nineteenth Street, N.W. Washington, D.C. 20036

April 6, 1979

Ohio School for the Deaf The Ohio Chronicle Mary Stoltz, Editor 500 Morse Road Columbus, Ohio 43214 Dear Editor:

I have enclosed an announcement which contains the most upto-date information available on the Closed Captioning Project. I hope that you will be able to include this announcement in an upcoming edition of your publication. Further, when you publish this announcement, I would appreciate receiving a copy of that edition of your publication.

Today, all of the elements required to make closed captioning a reality are coming into place, and by early 1980 the closed captioning process should be in operation. At that time, the necessary equipment should be available for purchase at Sears, Roebuck and Co. and closed captioned television programs should begin appearing on PBS, ABC, NBC and hopefully other broadcasters as well. By the end of 1980, there should be approximately twenty hours per week of predominantly primetime captioned programs appearing on PBS and the two commercial networks. Thereafter it is hoped that the number of captioned hours will continue to increase.

As you will see, the announcement as printed contains a form which your subscribers may return to the National Captioning Institute ("NCI") -- The non-profit entity that will caption television programs for PBS and various commercial networks -- to indicate an interest in purchasing an Adapter Unit or Integrated TV Receiver. The return of this form does not comprise a commitment to purchase, but rather a serious interest in closed captioned television and a request to be notified when the equipment becomes available.

The expression of interest now on the part of hundreds of thousands of hearing-impaired persons is needed to make closed captioning a success.

Baughn, 1968).

How many hearing impaired children within a given age and grade range are required to justify the supportive services that are needed? Once again, until it is determined what services are necessary, it is impossible to know what size and composition of the hearing impaired student body is required before it becomes economically feasible to provide such support. For example, if interpreting, auditory training, speech therapy, tutoring and full orientation of regular school staff are necessary for effective mainstreaming then the costs become prohibitive if only one or two children are involved.

Fortunately, the first systematic effort to answer these fundamental questions has been started in Newark School District of Delaware (Holcomb & Corbett, 1975). Results from this research give promise of providing guidelines for mainstreaming programs all over the world. Incidently, mainstreaming is spreading throughout Great Britain, Canada, Israel and elsewhere.

* The education of handicapped children (for purposes of this article those who are deaf or hard of hearing) in schools and classes for the nonhandicapped rather than in separate facilities. You might wish to tell your readers that if they want more information on the Closed Captioning Project they should write to the National Captioning Institute, P.O. Box 57064, West End Station, Washington, D.C. 20037.

We hope that you will be able to support this project which will provide a needed service to the hearing-impaired community. If I may answer any questions you have about the closed captioning system, or about the announcement, please feel free to contact me at (202) 872-6822.

> Sincerely yours, (Ms) Emmett Boney Legal Assistant

For further information on television captioning, please turn to page 8.

April, 1979

THE OHIO CHRONICLE **OSD** Presents Its **Working Seniors**

by The Journalism Class

Five of OSD's seventeen seniors are now employed in the areas for which they prepared on campus. Scott Bichsel, 21, son of Mr. and Mrs. Gene Zeppernick, Alliance, has joined Miller-Holzwarth, Inc., Salem, in utility maintenance. Scott is an OSD work study senior.

Bryon Cormany, 20, son of Mr. and Mrs. Robert Cormany, Akron, is working in the body shop of Al Thompson Chevrolet, Akron. Bryon is a senior in the OSD vocational program specializing in auto body repair.

Terry Lee Hodkinson, 20, son of Mr. and Mrs. Junior Hodkinson,

Tippecanoe, is working as a block mason for Carl Ramschack in Harrison County. Terry is a senior in the OSD masonry program.

Michael Lepley, 21, son of Mr. and Mrs. Robert Lepley, North Lawrence, is working in the production department of the Swift Chemical Company, Orrville.

Heidi Piwkowski, 21, daughter of Mr. and Mrs. Leo Piwkowski, Parma, is employed in the collection department of the First Federal Reserve Bank of Cleveland. Heidi is a senior in the business education program.

Girls Train For Softball by Sarah Sixt

Nearly thirty OSD girls have signed up to take part in girls' softball. After a month's practice, the girls' season will open May 1. The girls will play an eleven-game schedule before the season ends on May 24.

The following girls have signed up to participate in girls' softball:

Donna Arledge, Christina Atkinson, Kathleen Bojanowski, Vivian Boozer, Brenda Borkowski, Mary Brosnan, Theresa DiGiannantoni, Delilah Dusenbury, Debbie

Evans, Teresa Gardner.

Jill Hatcher, Jamie Hixon, Debbie Hollar, Robin Hotchkiss, Katie Jeffers, Delynn Katz, Lisa Leibee, Carol Lewis, Cindy Lutes, Phyllis Marshall.

Genia Page, Cheryl Prusinski, Patsy Salvers, Chervl Shahan, Sonja Stephens, Robin Tangeman, Trina Williams.

Ms. Mary Ellen Chappelle and Ms. Jenifer Toth, OSD faculty members, are coaches for the softball team.

Owls Take School Volleyball Championship

by Sheila McDonough

The Owls, a snappy team of OSD students and recreation leaders with a 7-0 record, took the school championship in the coed volleyball tournament sponsored by OSD recreation. Playing for the Owls were Robin Hotchkiss, Shawan McDonough, Sheila McDonough, Phyllis Marshall, Perry Mott, Charles Neal, Bruce Quellhorst, and Kevin Skehan. The tournament started March 28, with eight teams in competition and ended April 11, after final play-offs.

The tournament drew nearly eighty competitors: In addition to the members of the winning team, the following OSD students and recreation leaders participated:

Carl Aubrecht, Christina Atkinson, Michelle Bennett, Vivian oozer, David Brown, Ed Bunkley, Debbie Butler, Mark Campbell, Tom Caleodis, Theresa DiGiannantoni, Carol Evans, Debbie Evans, Marty Ferguson, Bryan Foster,

Delbert Fullerton, Shellie Gardner, Tom Gisler, Mark Graves, Ron Green, Bryan Grubb.

Tom Hampton, Dan Harden, Mitchell Harden, Alan Hauck, Jill Hatcher, Debbie Hollar, Larry Homan, Steve Howell, Brenda Hyland, Amy Instein, Katie Jeffers. Al Kessler, Terry Kinder, Jeff

Klein, Jeff Kohler, Todd Krajewski, Carol Lewis, Lisa Leibee, Kevin Lute Cindy Lutes.

John Mark, Mike McCarthy, Jim McDonough, Jim Miller, Tim Mullens, Bob Nord, Joe Owens, Genia Page, Ron Parian, Bob Park, Jim Park, David Prusinski.

Karen Reichelderfer, Patsy Salyers, Glenn Shockley, Scott Slight, Rick Snow, Ed Steinke, Kevin Stubbs, Troy Tiffaney, Fred Tritt.

Can Spring Be Far Behind



(photo by Mr. Gary Armbrust)

Weather conditions on campus on Monday, April 9, were not promising anything for Spring vacation.

on the go **SD** Students Travel

by Bryan Grubb

Last week, I went with my family to Washington, D.C., to visit my Uncle Bill. We traveled about ten hours to get there from Ohio.

We stayed at Uncle Bill's house for just three days -- a short vacation and the weather was beautiful.

Uncle Bill look us to a very nice restaurant which specializes in seafood. I love to eat shrimp and I ate three plates of it.

Sunday, April 15, was Easter and it was also my birthday. We drove home. Traveling through Pennsylvania, we noticed that the weather was much colder and there was some snow. We could not believe that there was such a difference between the District of Columbia and Pennsylvania. We had a wonderful trip. When I got home, I was very tired.

by Sheila McDonough

On April 12, I left OSD to visit Tennessee Temple University in Memphis, Tennessee. We had borrowed a van from the Troy Baptist Temple to make the trip.

After my arrival, I stayed in one of the university dormitories. We visited the old church and I watched the choir group. Both deaf and hearing people are in the choir group. It was beautiful. We also watched the drama group. It was good too. We visited the library, classes, the gymnasium, and the church.

On April 13, we attended a banquet. A preacher from Maryland talked about God. There are about forty-eight hundred people at the university. I may plan to go next year if the Lord wants me to. I enjoyed my visit to Memphis very much. We went home on April 14.

May **Activities Calendar**

16

17

Softball, B-3, G-3, B-6, G-5 Batball, B-1, 2, G-1, 2 Arts and Crafts

1

Softball, B-3, G-3, G-5, B-6 Arts and Crafts, B-1, 2 - G-1, 2 Softball, B-3, G-3 Arts and Crafts, B-1, 2, G-1, 2 Softball, B-3, G-3, G-5, B-6 Batball, B-1, 2 G-1, 2 Arts and Crafts, B-3, G-3, G-5, B-6

Arts and Crafts, B-3, G-3, G-5, B-6

Basketball Champs

by Sheila McDonough

OSD recreation announces four winners in its recent 1-on-1 basketball tournament. Jeff Klein is the B-5, 6, champion; *Phyllis* Marshall, the winner in the G-5 competition.

John Howard won the B-3 tourney. Kathleen Bojanowski was named the G-3 champion. The March 1-on-1 basketball tournament drew some sixty students and recreation leaders.

Bob Walters, Audrey Waits, Billy Weiss, Fred White, Jim Wickman, Jeff Wickes, Bruce Williams, Trina Williams.

MAY FESTIVAL SADAYMAY MAY FESTIVAL MAY FESTIVAL

3	Softball, B-3, G-3, G-5, B-6	18	
• Batball, B-1, 2 G-1, 2	19		
	Arts and Crafts, G-3, B-3, G-5, B-6	20	Movie: "A Man Called Horse"
4 5		21	Softball, B-3, G-3, G-5, B-6
			Arts and Crafts, B-1, 2, G-1, 2
6	May Festival and Open House	22	Softball, B-3, G-3, G-5, B-6
	10:00 a.m., to 4:30 p.m., on campus		Batball, B-1, 2, G-1, 2
	Movie: "Buck and the Preacher"		Arts and Crafts, B-3, G-3, G-5, B-6
7	Softball, B-3, G-3, B-6, G-5	23	Softball, B-3, G-3, B-6, G-5
	Arts and Crafts, B-1, 2, G-1, 2		Arts and Crafts, B-1, 2, G-1, 2
Bat	Softball, B-3, G-3, G-5, B-6	24	Awards Assembly
	Batball, B-1, 2, G-1, 2 Arts and Crafts, B-3, G-3, B-6, G-5		12:30 p.m., in the Gymnasium
9			Softball, B-3, G-3, G-5, B-6
9	Softball, B-3, G-3, G-5, B-6 Arts and Crafts, B-1, 2, G-1 2		Batball, B-1, 2, G-1, 2 Arts and Crafts, B-3, G-3, G-5, B-6
10	Softball, B-3, G-3, G-5, B-6	25	· · · · · · · · · · · · · · · · · · ·
	Batball, B-1, 2, G-1, 2	26	
	Arts and Crafts, B-3, G-3, G-5, B-6	27	
11		28	Softball, B-3, G-3, G-5, B-6
12			Arts and Crafts, B-1, 2, G-1, 2
13	Movie: "True Grit"	29	Softball, B-3, G-3, G-5, B-6
14	Softball, B-3, G-3, G-5, B-6		Batball, B-1, 2, G-1, 2
	Arts and Crafts, B-1, B-2, G-1, G-2		Arts and Crafts, B-3, G-3, B-6, G-5
15	Softball, B-3, G-3, G-5, B-6	30	Softball, B-3, G-3, G-5, B-6
	Batball, B-1, 2, G-1, 2		Arts and Crafts, B-1, 2, G-1, 2
	Arts and Crafts, B-3, G-3, G-5, B-6	31	Softball, B-3, G-3, B-6, G-5
			Batball, B-1, 2, G-1, 2





MRS. POHLIT'S CLASS A TRIP TO THE WATER TREATMENT PLANT

When we arrived at the office of the plant, Mrs. Pohlit asked, "Where is the host for us?" A woman said, "Just wait a few minutes." Mrs. Pohlit tried to get her camera ready. It did not work quite right, Suddenly, the camera clicked without using the viewfinder. She pulled a picture out of the camera, looked at it, and laughed. The picture was of a water fountain and the wall.

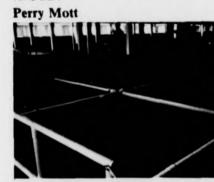
The man came to meet us. We "followed the leader" to a boring classroom in the plant. He talked to us about chemicals. Finally, we went to the pump building. We looked at six, large, new pumps. The pumps take water from Hoover Dam to Columbus.



There are 2 sludge (waste) lagoons behind the water treatment plant. Waste from the plant is held here.

We looked at some screens. We walked outside. The plant has eight large sedimentation basins. We looked at one empty basin. It was broken. We walked in the building and rode the elevator to the roof. From there it is easy to see over the basins. We saw many tanks with different chemicals inside.

My classmates put the junk paper from the camera inside Mrs. Pohlit's purse. We walked through the filtration building. It had many small tanks. Finally, we finished the tour. Mrs. Pohlit's car was stuck because a large truck was behind her car. She tried to get out but her car was so big. When she was successful getting out of the parking space, we came back to OSD.



This is a filtering tank. It has layers of

There are eight sedimentation basins. The last pool is very clean. The clean water goes underground into storage tanks. The water either goes into homes or is held in the water tanks or the tower.

Theresa DiGiannantoni



Here are four of the eight sedimentation basins at the water treatment plant. This picture was taken by Cheryl Prusinski from the roof of the 5 story building.

Mrs. Pohlit took all of my class to the Water Treatment Plant in Columbus. On Tuesday morning we rode in Mrs. Pohlit's car. It took us about 20 minutes to get to the plant. We waited for someone to show us the way around the plant. That time, Mrs. Pohlit wanted to take pictures of my class, but she snapped the picture in the wrong direction.

Then the tour guide came; he was short and old. He took us to a room that looked like a classroom. We all groaned. The man talked about the chemicals. Then he showed us through the plant. Mrs. Pohlit took two pictures, but they were not good. I volunteered to take pictures for her. I guess mine are better than hers. We * saw the sedimentation tanks. They looked like gigantic swimming pools. After we saw the sedimentation tanks, the guide man took us to a tall building. We went up to the roof, We could see the full area of the plant. It was very nice. We thanked the man. We got into Mrs. Pohlit's car. Her car was blocked by a big truck carrying lime. Mrs. Pohlit thought that she couldn't back out, but Perry urged her to do that. At last, her car got out of the way.

We went to a restaurant. We ate in Guy's Hoagie Restaurant. The hoagie was seven inches long. We all had seven-inch hoagies. We were very full. We made jokes. Phyllis Marshall is the one who laughed the hardest. We had a great time. **Cheryl Prusinski**

As we were waiting, Mrs. Pohlit wanted to take a picture of us in the office. She didn't know how to operate the camera. She tried the buttons, finally there was a loud click, Oop, see! She got the picture out and waited thirty seconds for it to develop. The picture was filled with the wall, not us.

The man came at 9:00. He took us to a room and explained about the chemicals that were in the water. We got ready to look around. We went outside. He showed us the eight sedimentation basins. Two were for the mud and junk removing. They were dirty. The others were better and cleaner. We went back in to the buildings. Cheryl, Perry and I took alot of pictures of the areas. We stuffed the junk in Mrs. Pohlit's purse and the pictures in her pocket. The man took us on an elevator to the top floor. We walked all the way up to the top of the building. We stood on the roof. We could see the country around us. We went down to the control room. It was filled with television, machines, and men. Mrs. Pohlit thought they were handsome. I mean the machines were handsome.

The man took us to the filtering room. We looked around. Then we went back to the room where we learned the chemicals. We thanked him and left. Mrs. Pohlit tried to get out of the parking lot with her car, but she had trouble because of the truck blocking her way. My class said she can back up and pull out of the way. Mrs. Pohlit was concerned, but then she did it. Hurray! We went out to eat lunch at Guy's Hoagies. We had lots of fun there. Then it was time to go back to school. Boo! Well, we arrived there at 12:15 p.m. Our trip was over.

Phyllis Marshall



This filtering tank was drained for repairs. The men removed the sand and gravel too.

MRS. RAWDON'S CLASS



Against a wall in the main hall, Mrs. Rawdon's class poses for a picture in front of their completed mural. In front (left to right) are Sammy Williams and Patsy Salyers. Kneeling (left to right) are Jeff Kohler, Scott Slight, Chuck Vaughn, and Paula Morin. Standing (left to right) are Jimmy Miller, Bobby Nord, and Vance Mathews.

Students in Mrs. Dolores Rawdon's intermediate 2 have judges are strict. The judges are very studied the division of power and responsibility in the branches of our

laws obey the Constitution. The smart men. The judges must read important papers. The people must obey the judges' decisions. The judges must study the laws. **Patsy Salyers**

into the tank, the sand and gravel trap the dirt. Sometimes the sand and gravel must be cleaned too with filtered water in the storage tank.

The Water Treatment Plant on Morse Road makes water clean for us to drink. Mrs. Pohlit and her class went there. We learned how the water is cleaned and how impurities are disposed of.

Water flows from Hoover Dam and is pumped into a pipeline. It goes through the pipelines to small buildings. Then the water is pumped into the dirty pool. the dirty water settles to the bottom.

The slightly clean water is mixed with chemicals to clean it even more. The chemicals are chlorine, carbon, lime, soda, and ash.

The next pool is a filtration tank. It takes the bacteria out ot the water. Then chlorine and fluroide are added to the clean water.



This is one of eight sedimentation basins at the Morse Road water treatment plant. They are 350 feet long and 70 feet wide each! Six hold 4 million gallons of water and two hold 4,600,000 gallons of water.

Last Tuesday, March 20, 1979, my class, Mrs. Pohlit, Cheryl, Perry, and went to the Morse Road Water Plant, We got into Mrs. Pohlit's car at 8:30 a.m. When we got there, we went to an office. We were waiting for an interpreter to explain about how the whole idea works.

government. In the following paragraphs, these fifth graders explain what they have studied.

Thename of my branch of government is the judicial. The President of the United States selects the members of the judicial branch.

The responsibility of the judicial branch of government is to make sure that the laws obey the Constitution. The members of the judiciary work in the Supreme Court Building in Washington, D. C. Nine judges make up the Supreme Court of the United States.

Chuck Vaughn

The name of my branch of government is the judicial branch. The judicial branch does a good job.

The nine judges on the Supreme Court work in Washington, D.C. The responsibilities of the judicial branch of goverment are to interpret the laws and to make sure that the

The name of my branch of government is the executive branch. The President, the Vice-president, and the cabinet are all members of the executive branch. The responsibilities for the executive branch of government are to pass or veto proposed laws, to help enforce the laws, and to make friends with other countries. The members of the executive branch work in the White House. The people in the United States elect the president and vicepresident. The president appoints the cabinet members.

Jeff Kohler

The name of a branch of our government is the legislative branch. The members of the legislative (Continued on page 7)





MRS. RAWDON'S CLASS

(Continued from page 5)

branch (congress) are the senators and representatives. The members of the legislative branch work in Washington, D.C. The responsibility of the legislative branch of our government is to make the laws. The population of each state elects the members.

Vance Mathews

The name of my branch of government is the legislative branch. The legislative branch of our government makes the laws for our country. The legislative branch is the congress. The members of congress are the senators and representatives from the states. The people elect the members. The responsibility of the legislative branch of government is to make the laws for the United States. **Jimmy Miller**

The name of my branch of government is the judicial branch. Judges are members of the judicial branch. The members work in the Supreme Court Building in Washington, D.C. The responsibilities of the judicial branch of the government are interpreting the laws and making sure the laws obey the Constitution. The president selects the members of the judicial branch. Scott Slight

The legislative branch is the name of my branch of government. The senators and representatives are the members of the legislative branch. The legislative branch of government is the Senate and House of Representatives. The main

responsibility of the legislative branch of government is to make the laws. The population of each state elects the members of the legislature. **Paula Morin**

The name of my branch of government is the executive branch. The members of the executive branch live and work in Washington, D.C. They work in the White House. The members of the executive branch are the President, Vice-president, and cabinet. The responsibility of the executive branch of government is to enforce the law. The people in the United States elect the President. He appoints the cabinet.

Sammy Morgan Williams

The responsibility of the executive branch of government is to enforce the laws in Washington, D.C. The President of the United States decides whether to veto proposed law or to sign it into action.

The President, Vice-president, and cabinet work in Washington, D.C. The President works in the White House.

Cabinet members must be twentyfive years old. The President must be thirty-five years old. The Vicepresident must be thirty-five years old. Never can they be twenty years old!

People in the United States must be eighteen years old to vote for members of the executive branch of government.

Bobby Nord

MRS. BEARD'S CLASS

My favorite sport is running track. My legs are very strong. I have blond hair and a lot of hair on my legs. I have to wear glasses. My glasses are brown.

My favorite hobby is drawing. I like to draw pictures. I will draw a big picture next summer. I like to draw cartoons.

I want to be a carpenter. I will make furniture. I like wooden things. I will earn a lot of money

I don't like to read books. It takes such a long time to read books. Maybe I will like to read more when I am older. I like to read funny books. Who am 1???



have alot of fun in the woods. I pick some leaves. I look at many animals. The animals are beautiful. I like my mother and father and brother. I talk with them. I play with my brother. I tease my parents and brother. I like art. I like to draw the animals. When I am bored, I draw anything. It gives me something to do. I like the cats. I some soft fur. I like to pet her. My cat is very nice. Her name is Dopey.

Here are some things I dislike. I hate to fight with my brother. I always argue with him. He tells tales to my mother because I hit him. vegetables and the fruits. They look Sometimes I get angry at him. He is terrible. I don't like to eat them. afraid of me. I hate rain. It is awful. It makes me fall asleep. I don't like it. I The history talks about very old hate a sore body. Pain is awful. My things. pain is from falling or hitting my pills. I dislike to be tired. It makes me lazy. I don't like to sleep longer. I am 1???

isa Leibe

I am a girl. I am short. I have long hair. My eyes are brown.

I love to go to church. My father is a preacher. I love to listen to the words of God. I thank God for forgiving my sins. I am happy that God cares for me. I know that God wants me to tell deaf children about Jesus Christ

I like to play basketball. It is not dull. It is fun. I want to win the basketball games. I like to beat the other team. I am a basketball player. My number is 22.

enjoy school. My favorite subjects are language and reading. These are very interesting. I like to write language. I know that language is important to me. I like to read the stories. I learned a lot. I earned good grades. Who am I???



I am a nice person. I have brown hair. My height is five feet one inch. I don't use any glasses. I have hazel eyes

I like to ride my bike. I enjoy it because I want to have fun. I want to go to the store to buy some food for mother. I want to go the park.

I like to play the sports. My favorite sports are jogging and biking. I like to jog sometimes. I want to jog with someone. I like to play tennis with my sisters. I want to play because I want to get tan.

I have some hobbies. I like to sew my clothes. They look pretty to me have a cat. I love my cat. My cat has when I finish my clothes. Then I wear my new clothes. I like to hook a rug. I want to hang the rug in my room. I put the rug on the wall. It looks pretty.

I dislike a few things. I hate the

I don't like Ohio history and math.

At home, I do not have any deaf

I have blond hair. My height is five feet, four inches. I am a tall girl. I have hazel eyes.

I hate mean people. I hate a person who tricks me. I hate a person who swears. They insult me.

I like art. It makes me glad. I dream about the pictures. It keeps me busy

I dislike pastel chalks because they stick to my clothes. When I drop one of them on my clothes, I must wash my clothes. They don't always come out

My team and I swam in W.S.U. We swam against another team. We won. Our team's nickname is Powerful Dragon.

My friends and I played polo on the farm. Suzie and I played against Donna and France. We won the game. Donna and France lost. I played a few times.

I will play baseball this year. I hope the baseball team will win. I will be on the team. I will not quit the baseball team this year. I quit two years ago.

My brother and I played flag football at home. My brother and I played in the backyard all day. My brother lost the game and I won. My score was 12. My brother's score was 9. I beat him. He was a weak boy. Who am 1???



I have blond hair. My hair is long. My eyes are hazel. My height is five feet and two inches. My body is thin. My skin is light tan.

I like sports. I want to exercise. I want to be healthy and strong. My favorite sports are basketball, baseball and football. I am interested in the sports. I was a basketball player. I played in the basketball game last month. Sometimes I was the substitute player. I don't care when I get a few fouls.

I like football. I was a football player last fall. I am a lousy player. My team lost. Sometimes I was the substitute player. I can throw the ball far away. I can catch the ball. I like a subject. My favorite subject is math. I want to memorize the math in the future. I will count the money in the bank. I will add the money for the bills, food, taxes and car. I hate many subjects. I am not interested in them. The work is boring. It is too hard for me. I don't like the homework. I don't like to copy the papers. Who am 1???

I have long hair. I have blue eyes. I am about five feet one inch tall. I wear my glasses all the day. I wear my hearing aid.

Here are some things I like. My favorite sports are basketball, baseball, and tennis. I love to watch baseball games in Cincinnati. I played baseball here. I hate to catch the ball. I love to run. I am interested in basketball. I dribble the ball. I toss the ball in the basket. I don't make the shot. I enjoy to travel everywhere. I like woods. They are beautiful. I body. I am tired of it. I don't take the brothers or sisters. It is hard to talk to hearing people all the time. Hearing people do not like to sign as much as love to wake up early at 10:00. Who deaf people do. I do not like to draw because I do not draw very well. Who am 1???

lary Brosnan



Page 8

On Television Captions VHF Channel Selector On-Off Switch Mode Selector UHF Channel Selector nº

0 0 HERE'S 0 THE STORY ARTIST'S CONCEPTION

HOW YOU CAN ADD CLOSED-CAPTION WORDS TO TV PICTURES by Don E. Weber, Chairman of the Board of the National Captioning Institute

People with hearing impairments watch television as much as anyone else. But until recently, little had been done to make up for the loss of soundhrack in television — the words that give meaning to the pic-tures.

television — the words that give meaning to the pic-tures. Late in 1976 the Federal Communications Com-mission authorized the Public Broadcasting Service (PBS) and other broadcasters to televise "cosed" captions for the more than 14 million Americans with hearing impairments. We have now developed the technology to create, broadcast and receive closed captioning nationwide. Home equipment needed for the system will be ready tor sale to the public in early 1980. At this time, the National Captioning Institute (NCI) wants to assess how interested hearing-impaired people are in closed captioning. At the end of this arti-cle you will have an opportunity to fill out and mail a coupon to NCI indicating your interest. But first, lat me answer some questions frequently asked about closed captioning for TV: What are captions?

What are captions? Captions are translations of the TV soundtrack into words that are shown on the viewer's home television

What is the difference between "closed" and "open" captions? Closed captions can only be seen on television sets equipped with a special device. Open captions, like those seen on a foreign-language movie or on the Captioned ABC World News Tonight appear on all relevision screens.

Why can't TV just use open captioning? Since many hearing viewers consider captions a distraction, TV programmers are reluctant to use them on a regular basis

on a regular basis What do hearing-impaired people think of closed-captioning? In a series of tests, PBS transmitted programs with closed captions to deat studio audiences nationwide Most of the viewers said they could not have under-stood the TV programs without captions, and virtually all indicated a desire to own their own equipment for closed-caption receptions at home. In other studies as well, the responses of hearing-impaired audiences including the deat, hard-of-hearing, and even some persons with only a limited hearing loss — have been enthusiastic.

is there widespread support for closed

Is there widespread support for closed captioning? Yes! The U.S. Department of Health, Education and Weifare has financed the research and develop-ment of the closed-captioning concept. The system also is supported and encouraged by PBS, ABC, NBC, producers, distributors and sponsors of television programs, and, of course, vanous organizations which work with, or represent, the hearing impaired.

Who will caption programs?

profit organization located in Washington, D.C. It will soon begin to build up a supply of captioned programs for airing in 1980.

What programs will be captioned? A variety of predominantly prime-time programs will be captioned. After an appropriate start-up period, a total of over 20 hours a week will be available through the combined efforts of PBS, ABC, and NBC—and possibly other broadcasters as well.

possibly other broadcasters as well. What equipment do I need in order to receive closed-captioned programs in my home? The type of equipment that will first be available to the public is an Adapter Unit that can be attached to any TV set — portable, console, black-and-white or color It will be simple to install and operate. A new TV model — with the special equipment built in during production — will be available later. Both the Adapter Unit and the special TV will be produced by a major TV manufacturer.

How much will the Adapter Unit and special TV cost?

By recent estimates, the Adapter Unit should cost etween \$220.\$250. The special TV model is ex-ected to cost approximately \$500 (which includes bout \$75.\$100 for adding the special equipment to out and the special equipment to

Will the prices go down over time as they did for calculators and other electronic equipment? Probably not. NCI has negotiated contracts and is providing guarantees to various manufacturers so as to produce the lowest possible price from the outset of the project

When and where will I be able to buy an Adapter Unit and special TV? The Adapter Unit is expected to be available in early 1980. It will be sold through the catalog by a major retailer with stores and catalog outlets nationwide. The special TV will be available in both stores and catalog through the same retailer later in 1980.

catalog through the same retailer later in 1980. What should I do now? The more Adapter Units and TVs with special equip-ment that are sold, the more programs NCI can cap-tion Thousands of hearing-impaired persons across the US are being contacted through national organi-zations, schools, clubs, and churches to see if they would be interested in buying this equipment. If you or a member of your family are interested in having an Adapter Unit or a TV with this special equip-ment, please till out and return the coupon below. That way, you will be sure to receive information on how to purchase the Adapter Unit and special TV receiver as soon as they are available. Please respond. Your expression of interest now will help generate the type of consumer demand that can make closed captioning a commercial success. It is very important that the National Captioning institute receive your indication of interest as soon as possible.

Mainstreaming

(Continued from page 3)

We have had integration or mainstreaming of the types decribed for 20 years or more. They have failed miserably for the overwhelming majority of deaf children (Brill, 1975; Grinker, 1969; Vernon, 1970). Now, by describing these programs as mainstreaming instead of integration, by inducing the federal government to support them, and by getting state legislators to mandate local education we have caused the practice of mainstreaming to sweep the country.

The issue is not whether the principle of mainstreaming is good or bad. The issue is that the way it was done and now exists in the overwhelming majority of school systems is grossly inappropriate to the needs of hearing impaired students. In fact, the term inappropriate is not adequate to describe the insensitivity to the needs of deaf children that these programs represent.

Holcomb Plan. In contrast to traditional mainstreaming, a model program is now being implemented in Newark, Delaware (Holcomb & Corbett, 1975). Total communication involves the simultaneous use of fingerspelling, speech, amplification, speechreading, some form of sign language, reading and writing.

Extensive research has shown total communication to be a far superior method of teaching deaf children than a limitation to just oralism (Mindel & Vernon, 1972, p. 91-95). Total communication is oralism, plus manual communication. Through total communication deaf children have the opportunity to fully understand what their teachers and fellow students are saying. They do not have to depend upon the gross ambiquity and actual invisibleness of speech as it presents through lipreading.

Under the Holcomb Plan in Newark, the deaf child is put in a class with hearing children only when he has a tutor-interpreter who interprets into sign language what the regular classroom teacher says. The tutorinterpreter also helps the deaf and hearing students in the class by tutoring. Thus, instead of being dumped into a class with 30 hearing children and not being able to understand the teacher, the deaf child is given the necessary support, i.e., the interpreting and tutoring, needed to enable him to keep up and to grasp what is going on in class.

This one innovation, the tutorinterpreter, simple as it may seem, is the very backbone of Delaware's mainstreaming program. It is the basis of any meaningful and honest effort to mainstream deaf children, and has already proved successful at the college level and, to some extent, in elementary schools (Holcob & Corbett, 1975; Jones, 1972). But the Holcomb Plan does not stop there. In this plan all hearing students are given the chance to learn fingerspelling and sign language. Many are fascinated by manual communication and become very skilled in it. Others do not bother to learn. Enough hearing children do learn total communication to bring about meaningful social and educational integration on the playground, after school and in class. Far more interpersonal interaction routinely occurs between deaf and hearing children in the Newark program than is ever seen under traditional mainstreaming.

adults. There is no reason there should be. However, the deaf child and the hearing child who want to integrate can. Under oral approaches they rarely can, even when they wish to. What Newark is demonstrating through total communication and the Holcomb Plan is that for integration of deaf and hearing people to truly occur, the hearing person has to make an effort too. While the deaf child tries to learn to speak and lipread to help the hearing child (and himself), the hearing child must also go halfway by trying to learn to sign and fingerspell. Under the Holcomb Plan total communication is also taught to parents of deaf children, regular teachers of hearing children, and other interested members of the community.

Another major aspect of the Holcomb Plan of mainstreaming is an orientation to the meaning of deafness and its relationship to mainstreaming, which is provided for teachers of the regular school children, teachers of hearing impaired students, interpretertutors, hearing and deaf students, and members of the community.

The plan was not developed in a vacuum or overnight. It grew out of Holcomb's years of experience in California where he was director of a mainstreaming program which was at first traditional (Holcomb & Corbett, 1975). Gradually he developed the model for mainstreaming described herein. It is being put to full experimental test in Newark in what is probably the most important educational program in the entire field of deafness today.

MILESTONES

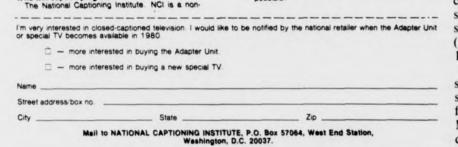
Wedding

Ms. Barbara Billman, OSD vocational teacher, and Mr. Thomas Moser, St. John's Lutheran Church, Grove City, April 14.

Sympathy

To Mrs. Cecilia Overbeay and her family on the death of Mrs. Overbeay's uncle, Mr. John Overbeay, Columbus, April 17. Mrs. Overbeay is the secretary in the school office.

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This is not to say that Newark has full integration. There is not and there will never be a full social mixing of deaf and hearing children or ice at 0 ICLE 43214 the Deaf LIBRARY GALLAUDET CO WASHINGTON, 20002 D.L 0 m

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